

INGLÉS TÉCNICO PARA ADMINISTRADORES

CÓDIGO 00242

Guía de estudio

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PRESENTACIÓN

El curso Inglés Técnico para Administradores tiene como propósito que el estudiante analice y entienda textos propios de su entorno de trabajo en inglés; asimismo, poner en práctica técnicas de lectura adecuadas para tener una mejor comprensión de estos.

Este curso se propone ayudar a los estudiantes en el área de administración y carreras afines, de tal manera que desarrollen destrezas para la comprensión de documentos en inglés propios de su especialidad. El curso tiene una duración de cuatro meses y sigue una metodología a distancia, en la cual el estudio de los materiales didácticos del curso, así como los ejercicios de autoevaluación, se llevan a cabo en forma individual. Además, el estudiante podrá aclarar dudas por medio de las tutorías presenciales quincenales que tienen lugar en las diferentes sedes o a través del Programa de Apoyo Didáctico a Distancia (PADD).

Estas no son clases magistrales sino contactos profesor-estudiantes para aclarar aspectos del material que podrían crear confusión o dificultad, para hacer prácticas y también para compartir diferentes puntos de vista sobre los temas desarrollados en el libro de texto, y que los alumnos ya han trabajado antes de asistir.

Para la distribución de los temas, y la elaboración y entrega de tareas durante el cuatrimestre, se deben seguir las indicaciones tanto de esta guía de estudio como del documento *Orientaciones para el Curso*.

I. DESCRIPCIÓN GENERAL DEL CURSO

Dado que en este mundo globalizado manejar un segundo idioma es una necesidad, los profesionales en el área de administración deben aprender inglés para así desenvolverse mejor en su campo de trabajo. Al utilizar técnicas de lectura para el análisis de los artículos en inglés, se espera que los estudiantes logren un nivel de competencia de intermedio alto en su habilidad de comprensión de lectura.

De acuerdo con el Marco Común Europeo de Referencia para las Lenguas (CEF), el alumno del nivel intermedio alto (B2) es capaz de entender información, redactada en inglés, relacionada con asuntos cotidianos y también artículos e informes relativos a asuntos contemporáneos, en que los autores adoptan posturas concretas.

OBJETIVO GENERAL

Desarrollar estrategias básicas para la comprensión de lecturas propias del campo de la administración de empresas y sus especialidades: gestión, recursos humanos, producción, banca y finanzas, contabilidad, mercadeo y negocios internacionales, para su eventual aprovechamiento profesional. (Diseño de curso, 2007)

OBJETIVOS ESPECÍFICOS

- Interpretar, en forma general, textos en inglés relacionados con temas como gerencia y mercadeo, negocios, banca, finanzas y recursos humanos.
- Aplicar vocabulario general y técnico para un mejor desenvolvimiento al resumir, analizar y criticar, en español, ideas de textos en inglés en el área de negocios y recursos humanos.
- Usar técnicas de comprensión de textos para desarrollar una lectura más rápida y eficiente en inglés.

II. PRIMERA TUTORÍA (MÓDULO: GERENCIA)

OBJETIVO GENERAL

Comprender textos con terminología sobre la contratación del talento humano, el espíritu emprendedor en el mundo de los negocios y el papel de la tecnología en las transacciones comerciales. (Adaptado de Diseño de curso, 2007)

CONTENIDO

En la primera tutoría, se estudiarán las unidades:

Unit	Topic	Pages
1	Career Management	9-16
2	Enterprise	17-24
3	E-bussiness	25-34

UNIDAD 1

OBJETIVOS DE APRENDIZAJE

- Analizar textos y términos propios de gerencia tales como administración de la carrera, estilos gerenciales, empresas y negocios en línea.
- Aplicar el vocabulario técnico relacionado con balance entre profesión y vida personal.
- Interpretar anuncios laborales.

INFORMACIÓN GENERAL

Esta unidad le permitirá familiarizarse con el concepto de trabajo, con expresiones frecuentes en los anuncios de empleo, con la comprensión de su lenguaje e identificación de frases relacionadas con el proceso de contratación de empleados.

La introducción muestra la fotografía de un ejecutivo que carga a un bebé en sus brazos y que, de manera simultánea, conversa por teléfono. ¿Qué pensamientos vienen a su cabeza al ver esta fotografía? ¿Vive usted para trabajar o trabaja para vivir? Para muchas personas, el trabajo es solo un medio de satisfacer otras necesidades más importantes, mientras que para otras es el centro de su vida. ¿Con cuál grupo se siente identificado? Reflexione al respecto.

Esta unidad le hace pensar acerca de la manera cómo ha evolucionado el término *trabajo*, desde una perspectiva tradicional en donde las personas realizaban la misma actividad laboral durante toda la vida y donde el fin principal era satisfacer las necesidades básicas de subsistencia como comer, vestirse y recrearse. Según la lectura, en la actualidad, por el contrario, se propicia que los trabajadores administren sus propias carreras y ofrezcan servicios profesionales a una o a múltiples empresas. Se habla en las grandes empresas multinacionales, de la contratación de gerentes temporales para culminar un proyecto especial que se les asigna, como por ejemplo, subir los índices de ventas de un producto o posicionar una marca en el mercado. También es muy común escuchar el término *teletrabajo*, facilitándole al empleado laborar desde su hogar.

Además, la unidad permite que el estudiante se apropie del lenguaje común en las entrevistas laborales en inglés como: *do research, sell yourself, dress to impress and project the right attitude*. Por este motivo, el tema concierne tanto a jóvenes como adultos, empleados o desempleados pues, de una u otra forma, pueden asociar lo aquí ilustrado

con las propias experiencias en un país que cada vez más atrae a empresas transnacionales para la contratación de recurso humano.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the first tutorial session.

Read the article *Me plc.* on page 10. After that, complete the activities described in the following table. Finally, verify your answers in the *Answer Key* section, page 153 of the textbook.

Exercises	Page
Against the Clock	11
The Appointments Pages	12
Reading between the Lines	12
Quotes	13
Who Said It?	15

SELF-ASSESSMENT EXERCISES

1. Complete the following sentences by using a word or expression from the given list.

short list	job description
layoff	night shift
full-time	maternity leave
holiday	character reference letter
mininum wage	white-collar

Adapted from <http://www.nonstopenglish.com/lang/es/allexercises/business_english/>.

- a) In Costa Rica, working women who are pregnant can take a _____period to recover after birth.
- b) A group of employees who work at night is called _____.
- c) A _____ describes all the responsibilities that you have to perform in your working place.
- d) A _____ is the lowest wage that employers may pay to a worker.
- e) A day from the week when the employee does not have to work and the employer covers the payment for that working day is a _____.
- f) _____ employees are the ones who work in the office.
- g) If you work more than 40 hours for a company, you have a _____ job.
- h) A _____ is a list of the best candidates chosen to occupy a job position.
- i) A _____ is when the employer stops the employment contract.
- j) When you ask someone who knows you to describe your personal qualifications as a potential employer, you are asking for a _____.

2. The job of your dreams was recently published on ELEMPEO.COM. Look at the description of the job advertisement and according to this information, complete the application form shown below. Remember to monitor your spelling as employers take this into account when hiring an employee.

Descripción Puesto Vacante



The Difference in Distribution™

Empresa	TECH DATA
Título	Telesales Account Representative
Descripción	Responsible for conducting outbound sales calls to sell products to customers (businesses and/or individuals) in order to achieve sales quotas. This position will apply professional selling techniques, including strategic business planning, comprehensive customer profiling, daily pipeline management, source code capture and closing techniques.
Requisitos	<ul style="list-style-type: none"> • High school diploma • 100% english skills (written and oral) • College Degree in Business or Marketing preferred. • Requires 2+ years of outbound telesales experience, technology experience preferred. • Call center or telesales experience using consultative selling skills preferred. • Demonstrate commitment to task in a highly competitive sales environment. • Ability to overcome technical and business objections of prospective customers. • Possess solid business sense and the ability to profile likely business and technology decision makers. • Professional and polished communication skills both verbal and written. • Possess strong organizational skills and the ability to excel in a fast-paced environment.
Puesto	VENDEDOR
Area	VENTAS
Ciudad	SAN JOSÉ
Salario	C400,001 - C500,000
Fecha de publicación	2/18/2010
Fecha de cierre	3/18/2010

Figure 1. A job advertisement

Taken from

<http://www.empleo.co.cr/clientes/detalle_oportunidad2.asp?id=13&ofe=56687&ind=ADMINISTRACIÓN PÚBLICA>.

Job Application Form

Instructions: Print clearly in black or blue ink. Answer all questions. Sign and date the form.

PERSONAL INFORMATION:

First Name _____

Middle Name _____

Last Name _____

Exact Address

District, City, Province

Phone Number
(____) _____

Fax Number
(____) _____

Electronic address

Have you been convicted of or pleaded no contest to a felony within the last five years?

Yes _____ No _____

If yes, please explain: _____

POSITION/AVAILABILITY:

Position Applied For

Days/Hours Available

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Saturday _____

Sunday _____

Hours Available: from _____ to _____

What date are you available to start work? _____

EDUCATION:	
Name and Address of School-Degree/Diploma-Graduation Date	

Skills and Qualifications: Licenses, Skills, Training, Awards	

EMPLOYMENT HISTORY:	
Present Or Last Position:	
Employer:	
Address:	

Supervisor:	
Phone: _____ Email: _____	
Position Title:	

From: _____ To: _____	
Responsibilities:	

Salary:	

Reason for Leaving:	

If you are currently working, may we contact your present employer?	
Yes _____ No _____	
References:	
Name/Title Address Phone	

I certify that the information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.	
Signature _____	
Date _____	

Figure 2. A job application form
Adapted from <<http://jobsearch.about.com/od/jobappsamples/a/sampleapp.htm>>.

3. The following sentences are mixed up. Rearrange them by using as a guide the drawings below. Then, assign them a number from 1 to 8 on the dialogue boxes on the left in order to create a coherent interview conversation.

	Yes, thank you. With cream and sugar, please.
	Of course. I am looking for the right place to express my best ideas and creativity.
	I definitely believe that my high sense of responsibility makes me different from the rest.
	My colleagues would describe me as a team player.
	Take a seat. Would you like some coffee?
	Finally, what do you think makes you the best candidate from the short list?
	In the design department, it's necessary to be able to work as part of a team. How do you think your coworkers would describe you?
	Could I ask you what attracted you to this position?



Figure 3. A job interview
Drawings made by Guillermo Hernández González

UNIDAD 2

OBJETIVOS DE APRENDIZAJE

- Identificar el vocabulario técnico relacionado con los temas: el emprendedurismo como parte de la intuición, ingenuidad y éxito personal.
- Aplicar técnicas gramaticales del inglés (*reporting verbs, gerund/infinitive expressions and prepositional verbs*) para comprender textos de negocios.

INFORMACIÓN GENERAL

Piense en alguien reconocido en su país por ser exitoso en el ámbito de los negocios. Según la lectura *'How to Make a Million'*, en la página 17 del libro de texto, son varios los factores “innatos” que le permiten a alguien convertirse en una máquina de hacer dinero; por ejemplo, provenir de una familia adinerada, desertar a edad temprana de los estudios, perder a alguno de los padres o ser atractivo de nacimiento. Sea cierto o no, puede sacar sus propias conclusiones observando algún programa de ricos y famosos.

Esta unidad establece la diferencia primordial entre un gerente exitoso y una persona emprendedora. Probablemente, como estudiante, se sienta más familiarizado con el primer término; sin embargo, al concluir las actividades de este capítulo, y de diferenciar ambos conceptos, podría sentirse motivado para iniciar su propia industria y desarrollarse no solo como administrador, sino también como empresario. Por el contrario, usted ya tiene en mente explotar una idea y ser un emprendedor, podrá conocer vocabulario y frases relacionadas con el tema como: flujo de caja estable, objetivos a mediano plazo y clientes potenciales.

A través de la unidad se explica también que es posible convertirse en alguien exitoso no solo en sus propias empresas, sino también en cada uno de sus puestos de trabajo. Esto dependerá de la libertad para demostrar intuición, autonomía e iniciativa en la toma de decisiones. Por último, la lectura brinda estrategias para identificar y manifestar ideas y conceptos relacionados con el tema principal, el uso de formas adjetivas para definir sustantivos, verbos para informar o *reporting verbs*, frases que contienen gerundios o infinitivos y finalmente los verbos preposicionales.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the first tutorial session.

Read the article *Entrepreneurs* on pages 18 and 19. After that, complete the activities described in the following table. Finally, verify your answers in the *Answer Key* section, pp. 153,154 of the textbook.

Exercises	Pages
Find the Expressions	19
Word Grammar	20
Word Partnership 2	21
Business Grammar 1	22
Business Grammar 3	23

SELF-ASSESSMENT EXERCISES

1. Read the article *How to Make a Million* on page 17 and then match the phrase with the image that better describes it.





<p>1. When you're rich already it takes a special kind of person not to get richer.</p>	<p>a.</p> 
<p>2. Good looks really do get your place, both in terms of career and marital prospects.</p>	<p>b.</p> 
<p>3. A lack of parental control maybe gives you the toughness, resilience and independence.</p>	<p>c.</p> 
<p>4. Many top earners finished their education early.</p>	<p>d.</p> 

Figure 4. Four “sure-fire” ways of getting rich
Drawings made by Guillermo Hernández González

2. Think of six personal qualities that make you an excellent entrepreneur and then write them by means of adjectives on the lines below.

1.	4.
2.	5.
3.	6.

3. Complete the sentences using the correct connecting preposition (for, on, about, of, in) and form of the reporting verb in parenthesis.

1. Thank you _____ (describe) the business plan.
2. I feel interested _____ (make) business with you!
3. I 'm scared _____ (take) this decision but I will do it.
4. No matter what, Jenny is excited _____ (show) her project to a possible customer.
5. We succeeded _____ (accomplish) our plan!

UNIDAD 3

OBJETIVOS DE APRENDIZAJE

- Distinguir vocabulario relacionado con negocios y tecnología (acrónimos de la tecnología).
- Utilizar preposiciones en frases verbales y otras expresiones compuestas por palabras múltiples para asimilar textos de negocios.

INFORMACIÓN GENERAL

En la unidad 3 se hace referencia a una industria que ha sufrido cambios dramáticos y que está sujeta a someterse a muchos más, como por ejemplo, hacer negocios de manera electrónica. El artículo está escrito desde un punto de vista histórico, lo cual permite que el lector tenga el sentido de reflexión y especulación de lo ocurrido.

Se comenta lo que fue una práctica de los inversionistas (acciones de tecnología y comercio electrónico), se profundiza en las formas “nuevas” de hacer negocios, sus tendencias y cómo, a pesar de las modas, las bases fundamentales y la naturaleza de los mercados (oferta *versus* demanda, sensibilidad al precio, oportunidad de mercado, servicio al cliente) se mantienen iguales a pesar de los años.

Dicho de otra forma, aún y cuando no sería justo negar todos los beneficios que la tecnología ha traído al mundo empresarial y la manera de realizar las transacciones económicas, a las personas les hace falta ese contacto humano presente en toda actividad.

Esta unidad ofrece estrategias gramaticales para comprender la dinámica pasada, presente y futura de la influencia de Internet dentro del ámbito de las empresas. Por esta razón, se estudian aspectos como el uso de abreviaciones para describir términos de los negocios, la función de las preposiciones en las frases preposicionales, expresiones conformadas por múltiples palabras, y las asociaciones de palabras en las que se emplean los verbos y las frases verbales.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the first tutorial session.

1. Read the article *Dot.con?* on pages 26 and 27. After that, complete the activities described in the following table. Finally, verify your answers in the *Answer Key* section, page 154 of the textbook.

Exercises	Pages
Abbreviations	28
Prepositions	28
Key Language 1 & 2	33

SELF-ASSESSMENT EXERCISES

1. The following statements summarize the information provided in the reading *Dot.Con?* on pages 26 and 27 of the course book. Organize them from 1 to 6 according to the order they appear. Write the number on the space provided on the left of the chart.

	The truth is that people preferred to buy face to face.
	Businessmen declared that online economy was going to be the New Age to trade.
	It was amazing that web pages dedicated to promote dead dotcoms also died.
	Companies that merged traditional plus technological trade have survived.
	People around the world expected 2000 to be a computer chaos.
	Online buyers made richer those who invested in online marketing.

2. On the box provided on the left of the chart, write a T or an M if the statement signals the conclusion of a topic (T) or of a meeting (M).

	I think that's everything we need to cover today.
	Moving right along, I'd like to discuss...
	Now that the issue is decided, let's wrap this up.
	I'd like to meet again next week.
	The final point we need to cover today is...
	We need to hear Jennifer's presentation now before we decide.

Adapted from <http://www.abax.co.jp/downloads/extension/BusEnglish_Mtgs_extension.pdf>.

III. SEGUNDA TUTORÍA (MÓDULO: MERCADEO)

OBJETIVO GENERAL

Aplicar técnicas de lectura y comprender términos técnicos relacionados con el mercadeo, específicamente gerencia de marca, precios y productos básicos, atención y entretenimiento corporativo, innovación y relaciones públicas. (Adaptado de Diseño de curso, 2007)

CONTENIDO

Se estudiarán las siguientes unidades en esta tutoría:

Unit	Topic	Page
4	Brand management	35-42
5	Prices and Commodities	43-50
6	Corporate Entertaining	51-60
7	Innovation	61-68
8	Public Relations	69-76

UNIDAD 4

OBJETIVOS DE APRENDIZAJE

- Distinguir vocabulario relacionado con el posicionamiento de marcas en el mercado.
- Analizar el uso de metáforas en la jerga del inglés de negocios.

INFORMACIÓN GENERAL

El propósito de esta unidad es reflexionar sobre la guerra en los precios de los artículos que caracteriza el mercado al por menor. Describe las medidas adoptadas por los

propietarios de compañías con marcas prestigiosas para posicionarse como líderes en ventas. También expone los problemas a los cuales se enfrentan los fabricantes de obras de lujo para evitar que las versiones piratas inunden el mercado. Los consumidores han experimentado esta realidad, sin ser vendedores o creadores de suministros al por menor.

La polémica que surge entre calidad *versus* precio es un tema del cual muchas personas tal vez tendrían mucho que decir, así como de los pros y contras de imitar marcas reconocidas a un menor costo. En Turquía y Grecia, las compañías han otorgado las licencias a los imitadores con tal de que reproduzcan copias a menor costo pero cumpliendo con estándares de calidad en sus trabajos.

Por lo tanto, si usted está interesado en gestión de marcas, esta unidad le permitirá conocer un poco más acerca de los criterios para medir una marca clásica, la efectividad de la técnica de extensión, la saturación de mercado con productos casi idénticos y el problema de diferenciación de artículos.

Si usted trabaja en el área de industria de servicios, le interesará considerar aspectos para promocionar una marca e introducirla en el mercado de la misma forma que lo hace con un producto. ¿Le parece una buena idea comercializar servicios bajo el nombre de un artículo?

La unidad le permite al estudiante entender el uso de ciertas estrategias gramaticales tales como: el uso de las metáforas de los negocios, de las asociaciones de palabras y de vocabulario apropiado para redactar una carta de venta exitosa.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the second tutorial session.

Read the article *Brand Wars* on page 36 and 37. After that, complete the activities described in the following table. Finally, verify your answers in the *Answer Key* section, pages 154 and 155 of the textbook.

Exercises	Page
Find the Expressions	37
Word Partnerships 4	38
Business Metaphors	40
Use the Expressions	40

SELF-ASSESSMENT EXERCISES

1. Match the phrases in columns A and B to have meaningful business metaphors.

Write the correct letter on the blank.

COLUMN A			COLUMN B	
_____	1.	the market has grown	a.	supply exceeds demand
_____	2.	the market is depressed	b.	the market is in a good state
_____	3.	the market is flooded	c.	the market is in a bad state
_____	4.	the market is buoyant	d.	the market is bigger than it used to be
_____	5.	the market has suffered	e.	the market is smaller than it used to be
_____	6.	the market has dried up	f.	the market is undergoing a gradual process

Adapted from < <http://www.aelfe.org/documents/07-Ib10-Velasco.pdf>>.

2. Complete the following paragraph with the appropriate word from the box.

suffering	buoyant	depressed	flooded
-----------	---------	-----------	---------

The US market was fairly 1. _____ when we finally managed to penetrate it three years ago, even though it was largely dominated by two or three big American players. And over the next two years both the market itself and our market share 2. _____ significantly (...). I'm afraid the picture in Western Europe is not much better. European trade disputes have further 3. _____ a market which was already 4. _____ from the effects of the recession.

Adapted from < <http://www.aelfe.org/documents/07-Ib10-Velasco.pdf>>.

UNIDAD 5

OBJETIVOS DE APRENDIZAJE

- Usar vocabulario relacionado con el precio de productos.
- Emplear las asociaciones de palabras (*word partnerships or word partners*) para comprender textos de negocios.

INFORMACIÓN GENERAL

La fijación de precios es uno de los trucos mágicos en el mundo de los negocios. Son muchos los factores que influyen, por lo tanto, no tiene sentido cuestionarse si un artefacto realmente merece el costo final que tiene. La lectura de esta unidad le será de gran interés a alguien, que alguna vez, se haya preguntado por qué un reloj Swatch es realmente más barato en Londres que en Lausanne, Suiza. Los estudiantes que estén más involucrados en el tema de las exportaciones de bienes tienen mucho léxico que aprender con relación a las barreras comerciales, los impuestos de importación y aranceles. Los interesados en mercadeo, se sentirán atraídos por la nomenclatura de

productos, precios, lugar y promoción. La mayoría tendrá una opinión con respecto al costo de vida comparado con otros países.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the second tutorial session.

Read the article *If the Price is Right* on page 44 and 45. After that, complete the activities described in the following table. Finally, verify your answers in the *Answer Key* section, page 155 of the text book.

Exercises	Page
Find the Expressions	45
Word Partnerships I	46
Cheap or Expensive?	46
Money Expressions	47

SELF-ASSESSMENT EXERCISES

1. Write S, M or R to indicate if the following statements sound like Getting started (S), Making an offer (M) or Responding to an offer (R).

1. _____ I'm sorry, but your price is still too high.
2. _____ Shall we take a look to the proposal?
3. _____ That sounds like a reasonable price.
4. _____ The best deal we can offer, I'm afraid.
5. _____ If you'll agree to extend the contract, I think we've got a deal.
6. _____ We can offer you the entire package for \$20.000 a unit.

Adapted from <http://www.abax.co.jp/downloads/extension/BusEnglish_Mtgs_extension.pdf>.

2. Complete the following sentences with the appropriate words from the box.

fixed	variable	labor	advertising	distribution	operating	storage	manufacturing
-------	----------	-------	-------------	--------------	-----------	---------	---------------

1. Worker and staff employment costs _____ costs.
2. Total costs for production of all products _____ costs.
3. Day to day cost of running a business _____ costs.
4. Non-changing costs such as rent, lighting, heating, etc. _____ costs.
5. Changing costs of employment, raw materials, etc. based on rate of production _____ costs.
6. Costs related to encouraging consumers to buy a product _____ costs.
7. Costs related to keeping goods in warehouses or other locations _____ costs.
8. Costs related to delivering goods to points of sale _____ costs.

Taken from <http://esl.about.com/od/businessenglishvocabulary/a/financial_terms_quizzes.htm>.

UNIDAD 6

OBJETIVOS DE APRENDIZAJE

- Justificar la importancia de las comidas de negocios y comprender el léxico necesario para dichos eventos (menú, protocolo, reservaciones).
- Analizar el vocabulario para describir las comidas de acuerdo con el contexto.

INFORMACIÓN GENERAL

La mayoría de los ejecutivos se encuentra, en algún momento, involucrado en tratar con clientes y colegas, ya sea tratando de ganar ventas potenciales y llevándolos a un

restaurante fino, en la mañana, o buscando a un posible socio comercial, en la tarde. En algunas sociedades, el vínculo social es de importancia extrema y prácticamente todas las transacciones se hacen sobre esta base. Sin importar de cuál cultura provenga usted, ser *agradable* a los ojos de las personas necesarias para su empresa trae consigo demandas lingüísticas y es precisamente en esta área donde los aprendices del inglés de negocios deben conocer cuál es la diferencia entre una charla común y una conversación de comercio.

Esta unidad enseña al estudiante lenguaje básico indispensable para comprender contextos sociales comunes, como los que se hablan en un almuerzo o cena de negocios.

Mediante los ejercicios que se realizarán en este capítulo, el alumno comprenderá el uso de las asociaciones de palabras (sustantivo + sustantivo o adjetivo + sustantivo) para describir los diversos tipos de alimentos y textos relacionados con el entretenimiento corporativo. Al mismo tiempo, se analizará el uso de vocabulario apropiado para realizar llamadas telefónicas, hacer reservaciones y establecer acuerdos comerciales (*expressions with deal*).

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the second tutorial session.

Read the article *Looking after the Twenty Percent* on pages 52 and 53. After that, complete the activities described in the following table. Finally, verify your answers in the *Answer Key* section, page 155 of the textbook.

Exercises	Page
Summary	54
Expressions with <i>deal</i>	55
Spoken English	56
Key Language 1	59
Key Language 2	59

SELF-ASSESSMENT EXERCISES

1. Circle the letter that best fits each of the following questions or sentences.

1. Could I speak to Ms. Johnson, please?

- a. Hang up and I'll call you back.
- b. Yes, I'll put you through.
- c. No, I prefer to hang on, it's very important.
- d. Yes, I'd like to speak to the person who deals with paying your suppliers, please.

2. Good afternoon. Can I help you?

- a. Yes, I'd like to speak to the person who deals with paying your suppliers.
- b. I'm afraid you seem to have the wrong number.
- c. No, I prefer to hang on, it's very important.
- d. Hang up and I'll call you back.

3. Is that Dolly and Jason?

- a. Well could you get him to call me back as soon as he gets in?
- b. Yes, I'll put you through.
- c. I'm afraid you seem to have the wrong number.
- d. No, I prefer to hang on, it's very important.

4. I'm afraid he's out of the office and won't be back for an hour or so.
- a. Well could you get him to call me back as soon as he gets in?
 - b. I'm afraid you seem to have the wrong number.
 - c. Hang up and I'll call you back.
 - d. Yes, I'll put you through.
5. I could get him to call you back in a few minutes.
- a. Yes, I'll put you through.
 - b. I'm afraid you seem to have the wrong number.
 - c. Hang up and I'll call you back.
 - d. No, I prefer to hang on, it's very important.
6. There's a lot of noise on the line. Could you speak up?
- a. Hang up and I'll call you back.
 - b. I'm afraid you seem to have the wrong number.
 - c. Yes, I'll put you through.
 - d. Well could you get him to call me back as soon as he gets in?

Adapted from <<http://www.better-english.com/vocabulary/telephonelanguage2.htm>>.

2. Match the food picture with the words on the right column by writing the correct number on the blank provided.








_____		1. noon bread
_____		2. noodles
_____		3. sashimi
_____		4. spaghetti
_____		5. pizza
_____		6. Beijing duck
_____		7. sushi

Figure 5. International food

Taken from

<<http://www.esltower.com/VOCABSHEETS/Food%20international/International%20Food%20Match.pdf>>.

UNIDAD 7

OBJETIVOS DE APRENDIZAJE

- Usar vocabulario relacionado con la *innovación* en las empresas.
- Aplicar verbos *do* y *make* en expresiones de negocios.

INFORMACIÓN GENERAL

Los dos artículos de esta unidad funcionan en dos planos diferentes. En general, fomentan la creatividad en todas las áreas de los negocios y, por lo tanto, conciernen a todas las personas que buscan soluciones creativas a los problemas en el trabajo. Pero, más específicamente, las lecturas pretenden investigar la distinción entre creatividad e innovación y mencionar la importancia que se le presta a la estrategia creativa de algunas de las compañías internacionales más famosas de alta tecnología.

Los interesados en investigación y desarrollo o en el mejoramiento de productos nuevos tendrán mucho que decir sobre la búsqueda y protección de nuevas ideas. A excepción del mundo de la ciencia, ¿es posible mantener los derechos de autor de una idea? En la industria farmacéutica, por ejemplo, las patentes tienen una duración de casi diez años y, para cuando se han completado los ensayos clínicos y de laboratorio, a menudo ya han expirado.

Los estudiantes con trayectoria en empresas mixtas probablemente estarán más interesados en analizar la creatividad en términos generales. ¿Es posible medirla?, ¿puede usted aprender a ser más creativo? ¿Cuáles problemas puede tener, en su propio trabajo, al abordar las cosas de otra manera?

A nivel gramatical, se analizará el uso de las asociaciones de palabras recurriendo a los sustantivos *research*, *problems* and *ideas*, se establecerá la diferencia al formar frases de negocios con los verbos *make* and *do* y; finalmente, se estudiará el uso de los adverbios.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the second tutorial session.

Read the article *Bright Ideas* on pages 62 and 63. After that, complete the exercises described in the following table. Finally, verify your answers in the *Answer Key* section, page 156 of the textbook.

Exercises	Pages
Word partnerships 2	65
Word partnerships 3	65
Word partnerships 4	66
Word partnerships 5	66

SELF-ASSESSMENT EXERCISES

1. Complete the following sentences with *do* or *make*.

1. I think you're _____ a big mistake.

- a. making
- b. doing

2. We need to _____ a plan.

- a. make
- b. do

3. I'm going to _____ you an offer you can't refuse.

- a. do
- b. make

4. Can I _____ a suggestion?

- a. make
- b. do

5. I think we should _____ an exception in this case.

- a. do
- b. make

6. The company is _____ huge profits.

- a. making
- b. doing

7. He's not the sort of person you can _____ business with.

- a. make
- b. do

2. Complete the sentences to propose changes in your working place. Answers may vary.

- 1. It's just an idea, but why don't we _____?
- 2. What would happen if _____?
- 3. How could we change _____?
- 4. In that way could we _____?
- 5. How about _____?

Adapted from <<http://www.better-english.com/vocabulary/makedo.htm>>.

3. Read the article and then answer the questions below.

Angel investors provide capital for start-ups bringing their innovations to the marketplace. Recently, with the huge growth in opportunities brought about by the Internet, more and more small investors are providing 'angel' financing for these small, nimble companies. Angel investors typically invest between \$5 000 to \$40 000 in a start-up in its infancy. Sometimes, 'angels' are so convinced by an idea that they provide funds for a business that hasn't even been founded! Without these risk-takers, innovative and revolutionary advances in technology may not come to pass. The price is high, and start-ups often fail, but just one 'winner' can return twenty times the initial investment. In other words, an angel investing in fifteen companies needs just one success to make the investment strategy worthwhile. Of course, angels hope for a much better return. Because they invest since the company starts up, there are many terms used in angel investing that reflect this early stage development. Here are some of the most important:

- *seed a company*: the first 'seed' of money to help 'grow' the company
- *get in on the ground level*: lowest level entry point
- *self-funded*: a company that provides its own financing without asking for outside help
- *garage startup*: the classic technology started –Steve Jobs and Steve Wozniak started Apple in a garage– it's become a modern day 'American dream' of many –especially in San Francisco.

Angel investing is sometimes confused with venture investments. Angel investors fund at the initial entry level while venture capitalists usually wait until a young company has proven their idea and has brought their product or technology to market. These companies then need larger investments to quickly grow and capture market share.

1. Which statement is true?
 - a. Angel investors provide capital for established companies.
 - b. Angel investors provide capital for companies that have succeeded and need to grow their market share.
 - c. Angel investors provide capital for companies that are in their early stages or development.
2. What is a typical investment for an Angel?
 - a. \$25,000
 - b. \$2 million
 - c. \$100
3. What will Angel investors sometimes do?
 - a. Invest in companies that haven't been founded.
 - b. Invest in companies that are going out of business.
 - c. Invest in companies that have established a large market share.
4. Do angels expect all their investments to succeed?
 - a. Yes.
 - b. No.
 - c. Doesn't say.
5. Why are angel investors willing to take such high risk?
 - a. If a star-up succeeds it can deliver up to twice the investment amount.
 - b. If a start-up succeeds it can deliver up to twenty times the investment amount.
 - c. If a start-up succeeds it can return the initial investment amount.
6. 'Seeding a company' means:
 - a. to provide initial investment.
 - b. to provide late stage investment.
 - c. to save a company from going bankrupt.

7. In a best case scenario, how much might an angel make on a successful start-up investment of \$50,000?
- a. \$80,000
 - b. \$2 million
 - c. \$150, 000
8. Which example is given of a 'garage' start-up?
- a. Google
 - b. Microsoft
 - c. Apple
9. Venture capitalists are:
- a. the same as angel investors.
 - b. different types of investors than angel investors.
 - c. people who create start-ups.
10. Venture capitalists help a company to
- a. capture market share.
 - b. begin a company.
 - c. go into bankruptcy.

Taken from <http://esl.about.com/od/businessreading/a/d_angel.htm>.

UNIDAD 8

OBJETIVOS DE APRENDIZAJE

- Analizar vocabulario clave para asimilar textos de relaciones públicas.
- Utilizar sustantivos conformados por varias palabras para comprender lenguaje de negocios.

INFORMACIÓN GENERAL

En particular, para personas con poca experiencia en el mundo de los negocios, la idea de las implicaciones de las relaciones públicas puede sonar extraño. Por este motivo,

una buena sugerencia podría ser, antes de ir a la siguiente tutoría, enterarse de algunos escándalos corporativos recientes o crisis de relaciones públicas de su propio país, pues los ejemplos le pueden resultar más familiares. Igualmente ilustrativo, podría ser, si conoce a alguien que trabaja en relaciones públicas, que le cuente sobre ese mundo particular.

De manera inevitable, cualquier discusión relacionada con esta materia y con la polémica en las compañías, lo llevará a comentar sobre la ética en los negocios. Antes de iniciar un análisis del tema, vale preguntarse: ¿qué es ética? La interrogante podría tener diversas respuestas, ya que puede variar de acuerdo con el concepto que tenga cada cultura.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the second tutorial session.

Read the article *True Lies* on pages 70 and 71. Then, complete the activities described in the following table. Finally, verify your answers in the Answer Key section, page 153 of the textbook.

Exercises	Page
Crosschecking	71
Word Partnerships 2	73
Do-it-yourself Vision Maker	74
Word Grammar	75

SELF-ASSESSMENT EXERCISES

1. Match the nouns in column A with the definitions in column B by writing the correct letter on the space provided on the left of the chart.

Column A		Column B	
	1. editorial	a.	The prevailing style or custom, as in dress or behavior.
	2. publicity	b.	The occupation of reporting, writing, editing, photographing, or broadcasting news.
	3. fashion	c.	An article in a publication expressing the opinion of its editors or publishers.
	4. media	d.	The act, process, or occupation of disseminating information to gain public interest.
	5. advertising	e.	The business of designing and writing advertisements.

Definitions taken from <<http://www.thefreedictionary.com>>.

IV. TERCERA TUTORÍA (MÓDULO: TEMAS DE NEGOCIOS)

OBJETIVO GENERAL

Aplicar técnicas para comprender textos y vocabulario relacionados con temas de negocios tales como sensibilidad cultural, publicidad global, fusiones y adquisiciones, negocios y el medio ambiente. (Diseño de curso, 2007)

CONTENIDO

Las unidades que se estudiarán en la tercera tutoría son:

Unit	Topic	Pages
9	Cultural Awareness	77-86
10	Global Advertising	87-94
11	Management Styles	95-102
12	Mergers and Acquisitions	103-112
13	Business and the Environment	113-120

UNIDAD 9

OBJETIVOS DE APRENDIZAJE

- Identificar el vocabulario técnico relacionado con la iniciativa en el ámbito empresarial gracias a la intuición, ingenuidad y al éxito personal.
- Utilizar asociaciones de palabras con verbos de negocios más sustantivos, y de varios adjetivos unidos para comprender la jerga propia de esta área.

INFORMACIÓN GENERAL

Esta unidad profundiza en las ideas preconcebidas y experiencias reales con relación a la forma como se negocia con socios comerciales de otras culturas. Los estudiantes que hacen transacciones con extranjeros mostrarán cierto grado de prejuicio, el cual servirá como punto de partida.

El tema de la sensibilización intercultural es un ámbito muy extenso. El artículo de esta unidad actúa como catalizador para conversaciones posteriores y controla el propio comportamiento en reuniones futuras.

Por otra parte, gramaticalmente, se demostrará cómo se puede hacer uso de las asociaciones de palabras usando verbos de negocios más sustantivos, y de varios adjetivos unidos para comprender la jerga propia de esta área del saber. Se analizará, también, el uso de expresiones diplomáticas.

ACTIVITIES

Make the following activities from the textbook *New Business Matters*. They will be reviewed with your tutor in the third tutorial session.

Read the article *Boardroom Culture Clash* on pages 78 and 79. After that, complete the activities described in the following table. Finally, verify your answers in the *Answer Key* section, page 157 of the textbook.

Exercises	Pages
Crosschecking	79
Business Grammar I	81
Key Language	85

SELF-ASSESSMENT EXERCISES

1. Finish the following sentences to show your disagreement to a colleague in Denmark about his proposal of selling a lower quality product for the Costa Rican market. Answers may vary.

Mr. Vatshaug,

I think _____

I suggest _____

I'm afraid _____

I'm sorry _____

2. Rearrange the following words to create meaningful definitions.

a. *isolation*

when someone/from others/is alone or separated/ to establish

b. *multicultural*

many races/made up of/and cultures

c. *immigrant*

to live in a country/someone/from another country/who comes

d. *habits and customs*

people do/in a particular society/things

3. Complete the following paragraph (taken from the course book, page 78) with the correct word or phrases from the box.

knowledge	wonder	work together	conventions	inks
-----------	--------	---------------	-------------	------

Most of us prefer to _____ 1. with people we like. And it should come as no _____ 2. that the people we like tend to be like us. So, we may dispute the accuracy of cultural _____ 3., it is generally agreed at good business _____ 4. are built on cultural _____ 5.

Synonyms taken from <<http://thesaurus.com/browse/awareness>>.

UNIDAD 10

OBJETIVOS DE APRENDIZAJE

- Identificar y usar el vocabulario relacionado con publicidad.
- Utilizar estructuras gramaticales del inglés tales como verbos formados con -ize / -ise y adverbios de grado para comprender, de una manera más organizada, textos de negocios.

INFORMACIÓN GENERAL

La unidad presta atención a las estrategias de mercadeo de algunas de las empresas más grandes del mundo. Se hace referencia particular a los comerciales internacionales: anuncios que traspasan los límites culturales y tienen el mismo efecto en los distintos países. Todos los negocios y nombres de marcas, en el artículo, son reconocidas, como por ejemplo: *Coca Cola*, *BA*, *Marlboro*, *IBM*, *Apple* y *Nike*. Es probable que, como estudiante, no se sienta plenamente familiarizado con el vaquero de Marlboro, la manzana de Apple o el logotipo de Nike. Aún cuando las campañas publicitarias

pueden actualizarse después de varios años, la estrategia global y la imagen corporativa de las compañías que las lanzaron, por lo general, son las mismas.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the third tutorial session.

Read the article *Going Global* on pages 88 and 89. After that, complete the activities described in the following table. Finally, verify your answers in the *Answer Key* section, page 158 of the textbook.

Exercises	Page
Find the Expressions	89
Word Partnerships 1	90
Word Partnerships 2	90
Word Partnerships 3	90
Word Partnerships 5	92
Word Grammar	92

SELF-ASSESSMENT EXERCISES

1. Match the missing word in column B to complete the sentence about business in column A. Write the letter on the blank provided on the left of the chart.

COLUMN A			COLUMN B	
_____	1.	Showing the same _____ in several countries cuts down production costs.	a.	ads
_____	2.	Global _____ are commonly believed to be superior to other commercials.	b.	mass
_____	3.	As _____ compete more fiercely on price, they do cooperate on certain level.	c.	commercial
_____	4.	_____marketing is actually a contradiction in terms of localization.	d.	companies

Adapted from *New Business Matters*

2. Read the following text and then do the exercises below.

TOBACCO ADVERTS

A recent cigarette advert consisted of a dull picture of a motorcycle. Only one clue told consumers which brand to buy: the motorcycle was red, the colour of Marlboro. Such adverts may puzzle or bore most people, but they anger anti-smoking groups, which argue that smoking is a health risk that should be prohibited.

Next week, the British Parliament will vote on a ban for all cigarette advertising. Ministers wish to cut smoking by children under 16 years by a third by 1998. Their proposal is to make existing rules tighter.

However, there is no hard evidence that advertising has much effect on total consumption. Whereas in some countries prohibitions are followed by a fall in consumption, in others, there seems to be an increase in smoking.

Many people believe there are better ways to prevent smoking. Tax increases or to enforce the law to prevent cigarette sales to teenagers under sixteen may have more effect than restrictions on advertising.

2. Find words in the text that have the same or similar meaning as the words below. Write them on the blank.

- 1. Support: _____
- 2. Decrease: _____
- 3. Evidence: _____
- 4. Confuse: _____
- 5. Uninteresting: _____

3. According to the text, are these statements *true* or *false*? Justify your answer on the lines.

a. _____ Everybody could easily understand and remember that the advert with a red motorcycle advertised Marlboro cigarettes.

b. _____ The British Government is mainly worried about smokers under sixteen.

c. _____ Restrictions on advertising seem to be the only effective way to make smoking decrease.

Taken from
<<http://www.miguelmillop.com/practice/intermediate/readingcomprehension/tobacoadvert.htm>>.

UNIDAD 11

Objetivos de aprendizaje

- Identificar y usar asociaciones de palabras empleadas en el campo de la organización y administración de empresas.
- Emplear los prefijos *un-*, *in-*, *im-*, *ir-*, *dis-* para describir características negativas de personas, situaciones o cosas en el campo empresarial.

INFORMACIÓN GENERAL

¿Administran mejor las mujeres que los hombres? Los capitalistas de riesgo lo afirmarían sin lugar a duda. A partir de 1990, la cantidad de mujeres quienes se les asignó la responsabilidad de resguardar el área financiera se duplicó. Estadísticamente, una mujer tiene más probabilidades de triunfar en un negocio nuevo que un hombre; entonces, ¿por qué hay tan pocas mujeres ejerciendo en las corporaciones mundiales? Al menos en Europa, tres de cada cinco gerentes de mandos medios y altos son hombres, y es probable que el panorama en otros países del mundo sea peor.

Esta unidad nos hace cuestionar si la baja cantidad de mujeres ejecutivas responde a un caso de discriminación, o si las mujeres están en realidad mejor preparadas para ser sus propias jefas e iniciar un negocio por sí mismas.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the third tutorial session.

Read the article *She's the Boss* on pages 96 and 97. After that, complete the exercises described in the following table. Finally, verify your answers in the *Answer Key* section, page 158 of the textbook.

Exercises	Page
Crosschecking	97
Find the Expressions	97
Word Grammar 2	99

SELF-ASSESSMENT EXERCISES

- Complete the following adjectives that describe negative attitudes of a boss by adding the correct prefix from the box to the list of words below.

ir-	in-	im-	un-	dis-
-----	-----	-----	-----	------

- _____ decisive
- _____ patient
- _____ predictable
- _____ responsible
- _____ respectful

- Choose the correct preposition to complete the prepositional phrase in each sentence below.

- _____ my fellow employees, I would like to thank the managers for all they have done to improve our situation.

- In behalf of
- To behalf of
- On behalf of

b. We finally solved our problem _____ a new device created by our research and development department.

1. from means of
2. by means of
3. by means from

c. _____ me, I will be happy to dedicate a few extra hours to this business project.

1. As for
2. As of
3. As to

d. You will have to remember that, _____ Tasha, no one wants to work on this acquisition.

1. apart to
2. apart from
3. apart of

e. How can they be working together? Sonia has nothing _____ Lucy.

1. in common
2. in common to
3. in common with

Adapted from: <http://esl.about.com/library/quiz/bl_prepphrase1.htm>.

UNIDAD 12

OBJETIVOS DE APRENDIZAJE

- Identificar verbos y sustantivos en el contexto de las adquisiciones y administración de negocios.
- Distinguir expresiones comunes para realizar negociaciones.

INFORMACIÓN GENERAL

Esta unidad aborda un tema, que para algunas personas podría ser polémico ya que tal vez han experimentado que la empresa para la cual trabajan ha sido absorbida o se ha unido a otra, como es el caso en Costa Rica con la cadena de Supermercados Unidos y Walmart. A nivel mundial, se presenta también el caso de empresas que buscan la dominación global y el neoliberalismo.

ACTIVITIES

Make the following activities from the textbook *New Business Matters*. They will be reviewed with your tutor in the third tutorial session.

Read the article *Greed is Good* on pages 104 and 105. After that, complete the exercises described in the following table. Finally, verify your answers in the *Answer Key* section, page 159 of the textbook.

Exercises	Page
Crosschecking	105
Word Partnerships 2	107
Language Focus	111
Key Language	111

SELF-ASSESSMENT EXERCISES

1. Match the sentences in column A with the idioms in column B by writing the correct letter on the space provided on the left of the chart.

COLUMN A			COLUMN B	
___	1	We are both competing for the same business.	a	<i>You always need to stay ahead of the pack.</i>
___	2	He's the only person who imports this product.	b	I really <i>made a killing</i> .
___	3	If you want to succeed in this business...	c	He's really <i>cornered</i> the market.
___	4	The product has been a great success.	d	We're <i>doing a roaring trade</i> in it.
___	5	I bought them cheap and sold them for a lot.	e	Perhaps we can <i>cut a deal</i> to share out the work?

Adapted from: < <http://www.better-english.com/vocabulary/busids.htm> >.

2. Without looking at your course book, complete the following paragraph with the correct word from the box.

capital	globalization	money	democracy	companies
---------	---------------	-------	-----------	-----------

But _____ is not about spreading wealth and _____. It is about allowing _____ to chase profit around the world. Asked why he spent his life buying up mismanaged _____. Sir James Goldsmith once said: "Takeovers are for the public good, but that's not why I do it. I do it to make _____."

3. Reading comprehension. Read the following text and then answer the questions below.

Ubox computers is a publicly traded corporation actively traded on the NASDAQ. The company was launched in 1999 with an IPO raising \$70 million. Shareholders own more than 80% of the company while upper level management and employee stock options own the remaining 20%. Ubox is located in Denver, Colorado with manufacturing plants in Taiwan and Indonesia. The total cash flow during 2000 was \$365 million. While total operating expenses for the past fiscal year totaled \$180 million

resulting in a pre-tax profit of \$175 million. Ubix Computers market share in the US domestic market has grown from 2% to 5% during the past 18 months. Future plans include the development of a line of laptop computers to export to the Chinese Market. CEO, Robin Lancaster, was optimistic in his vision of the future. While other computer manufactures are losing market share, we are increasing our market share at over 100% annually. Ubix offers consumers computers that are made to meet their specific requirements, while pricing these computers at mass market prices. This unique combination ensures Ubix will be a major market player in the near future.

1. Which market is Ubix traded on?

2. How much money did the IPO raise?

3. Who owns 80% of stock?

4. Where are Ubix manufacturing plants located?

5. How much has the market share grown over the past 18 months?

6. How much did Ubix spend on operating expenses?

7. Which market is Ubix trying to enter with its new line of laptop models?

8. What prediction is made about Ubix in the future?

Taken from <http://esl.about.com/od/businessreading/a/reading_financial_profile.htm>.

UNIDAD 13

OBJETIVOS DE APRENDIZAJE

- Identificar asociaciones de palabras para describir términos de ecología y comercio.
- Analizar los verbos de actitud (*modals*) en contextos de negocios en forma oral o escrita.

INFORMACIÓN GENERAL

En la actualidad, existe la necesidad de “enverdecer” la política y los negocios. Pero, en la realidad, hay contradicción al respecto, pues ¿cómo se explica que haya empresas grandes que, en un lapso de casi cien años se han encargado de arruinar el planeta y aún no se toman medidas contra ellas? La publicidad ecologista, ciertamente, permite vender con mayor facilidad los productos, pues toda esta tendencia se ha convertido en una moda.

Esta unidad da un panorama más amplio de la concepción de la moda verde en el mundo empresarial, pues visto desde cualquier ángulo, el tema del ambiente se ha convertido en uno para hacer negocio.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the third tutorial session.

Read the article *Managing the Planet* on pages 114 and 115. After that, complete the exercises described in the following table. Finally, verify your answers in the *Answer Key* section, pages 159 and 160 of the textbook.

Exercises	Pages
Crosschecking	115
Word Partnerships 1	116
Business Grammar 2	118

SELF-ASSESSMENT EXERCISES

- Match the following nouns to make word partnerships.

COLUMN A			COLUMN B	
_____	1	interest	a	market
_____	2	cash	b	street
_____	3	stock	c	flow
_____	4	market	d	share
_____	5	wall	e	rates

Adapted from <<http://users.utu.fi/micnel/BEC/chunksindex.htm>>.

- These are some pieces of advice using modals or attitude verbs (*should*, *must*, *might*, *could*, *would*) to manage the planet. Unscramble and write them on the lines below.

- you/smoke/shoudn't/in the office.

- must/ include/this/campaign/a green.

- environmentally/products/ safe products/team concern/our/designing/might be.

4. they/profitable/innovations/could/conservation/include.

5. arrange/Jenny/would/Corporation Earth/a meeting with.

3. Read through the text and then answer the questions below.

Biofuels and the Environment

Leading investors have joined the growing chorus of concern about governments and companies rushing into producing biofuels as a solution for global warming, saying that many involved in the sector could be jeopardising future profits if they do not consider the long-term impact of what they are doing carefully. It is essential to build sustainability criteria into the supply chain of any green fuel project in order to ensure that there is no adverse effect on the surrounding environment and social structures. The report produced by the investors expresses concern that many companies may not be fully aware of the potential pitfalls in the biofuel sector. Production of corn and soya beans has increased dramatically in the last years as an eco-friendly alternative to fossil fuels but environmental and human rights campaigners are worried that this will lead to destruction of rain forests. Food prices could also go up as there is increased competition for crops as both foodstuffs and sources of fuel. Last week, the UN warned that biofuels could have dangerous side effects and said that steps need to be taken to make sure that land converted to grow biofuels does not damage the environment or cause civil unrest. There is already great concern about palm oil, which is used in many foods in addition to being an important biofuel, as rain forests are being cleared in some countries and people driven from their homes to create palm oil plantations.

An analyst and author of the investors' report says that biofuels are not a cure for climate change but they can play their part as long as governments and companies

manage the social and environmental impacts thoroughly. There should also be greater measure taken to increase efficiency and to reduce demand.

Choose the correct answer by drawing a circle around the letter.

1. ____ are worried about the boom in biofuels.
 - a. Few people
 - b. Many people
 - c. Only these leading investors
2. Biofuel producers ____ know about the possible problems.
 - a. do not
 - b. might not
 - c. must not
3. Environmentalists believe that increased production of corn and soya
 - a. has destroyed rain forests.
 - b. may lead to the destruction of rain forests.
 - c will lead to the destruction of rain forests.
4. Biofuels might
 - a. drive food prices up.
 - b. drive food prices down.
 - c. have little or no impact on food prices.
5. The increased production of palm oil
 - a. just affects the environment.
 - b. just affects people.
 - c. affects both people and the environment.
6. The author of the report says that biofuels
 - a. have no role to play in fighting global warming.
 - b. can be effective in fighting global warming on their own.
 - c. should be part of a group of measures to fight global warming.

Taken from <<http://www.usingenglish.com/comprehension/42.html>>.

V. CUARTA TUTORÍA (CUARTO MÓDULO: BANCA Y FINANZAS)

OBJETIVO GENERAL

Asociar temas y vocabulario relacionados con financiamiento y crédito, asuntos económicos y frases para reclutamiento y entrevistas. (Adaptado de Diseño de curso, 2007)

CONTENIDO

En la cuarta tutoría, se estudiarán las unidades:

Unit	Topic	Page
14	Finance and Credit	121-128
15	Economic Issues	129-136

UNIDAD 14

OBJETIVOS DE APRENDIZAJE

- Identificar el uso de las preposiciones en textos de negocios.
- Familiarizarse con expresiones de bancarrota, dinero y transacciones de compra.

INFORMACIÓN GENERAL

Fundar un negocio nuevo es una cosa y recibir ingresos por el mismo es otra. En la actualidad, la situación crediticia de muchas compañías se ha convertido en un juego elaborado de cruzar la parcela, en donde no se paga hasta obtener algo primero, y entre mayor es la deuda, menor la presión que se puede ejercer a un deudor cuyo negocio se desea retener.

El círculo vicioso de la deuda y el crédito es una pesadilla particular para las empresas pequeñas y medianas, susceptibles a quebrar debido a un deudor irresponsable. No obstante, en el presente, el personal en los departamentos de finanzas y contabilidad de compañías más grandes pueden también enfrentar esta situación pues están a cargo de negociar y firmar acuerdos con clientes. Surge la pregunta, ¿quiénes pueden ser categorizados como clientes malos? ¿Existen prejuicios de deudores poco fiables provenientes de ciertas nacionalidades?

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the fourth tutorial session.

Read the article *Credit Out of Control* on pages 122 and 123. After that, complete the exercises described in the following table. Finally, verify your answers in the *Answer Key* section, page 160 of the text book.

Exercises	Page
Find the Expressions	123
Expressions with money	124
Word Partnerships 3	125
Business Grammar	126

SELF-ASSESSMENT EXERCISES

1. Match the following nouns with their definitions by writing the correct letter on the space given on the left of the chart.

COLUMN A			COLUMN B	
___	1.	bankruptcy	a.	A person or organizations filing the bankruptcy petition.
___	2.	debtor	b.	The application or paper that starts a bankruptcy proceeding.
___	3.	chapter	c.	A part of the Bankruptcy law.
___	4.	creditor	d.	The procedure under US federal law which allows a debtor to discharge or terminate dischargeable debts.
___	5.	petition	e.	A person or organization that is owed money.

Adapted from <<http://www.lawcom.com/bankruptcy/bdiction.shtml>>.

2. Underline five prepositions in the following paragraph taken from the reading *Credit Out of Control*, pages 122 and 123. Do not repeat them.

So how can the risk of bad debt be minimized? From the supplier's point of view, pre-payment would be the ideal solution: make the customer pay up front. But it is a confident supplier indeed, who would risk damaging customer relations by insisting on money in advance.

3. Match the following ideas in Column A with the ones in Column B to make meaningful money expressions. Write the number in the parenthesis.

COLUMN A			COLUMN B	
a.	She never has to worry about money;	()	1.	there are more people on the breadline than ever before
b.	Due to the recent crisis,	()	2.	was a license to print money
c.	We were so hard up	()	3.	she was born with a silver spoon in her mouth
d.	The contract to supply computers to school	()	4.	but she is <i>paid peanuts</i>
e.	Anne has a very interesting job	()	5.	that we had to sleep in the car

Adapted from <<http://www.learn-english-today.com/idioms/idiom-categories/money-idioms.htm>>.

UNIDAD 15

OBJETIVOS DE APRENDIZAJE

- Familiarizarse con el uso de abreviaciones y acrónimos para una mejor comprensión de los textos de negocios.
- Revisar el uso de los verbos para facilitar la lectura de artículos de este campo.

INFORMACIÓN GENERAL

En esta unidad, se repasa el lenguaje meta de las unidades anteriores: *tendencias de empleo, vacíos en negocios, administración de la deuda, daño ambiental, aumento de los precios, consumismo y mano de obra barata*. El artículo, *The Death of Economics*, páginas 130 y 131 del libro de texto, pone de relieve la brecha cada vez mayor entre ricos y pobres, y las implicaciones de una economía de mercadeo de dos niveles.

ACTIVITIES

Make the following exercises from the textbook *New Business Matters*. They will be reviewed with your tutor in the fourth tutorial session.

Read the article *The Death of Economics* on pages 130 and 131. After that, complete the exercises described in the following table. Finally, verify your answers in the *Answer Key* section, page 160 of the textbook.

Exercises	Page
Information check	131
Current Affairs I	133
Word Partnership 4	135

SELF-ASSESSMENT EXERCISES

1. Read the following text. Then identify the *-ing* words and in the chart below classify them as nouns, adjectives, verbs or adverbs.

McDonald's boss dies suddenly

The Chief executive of McDonald's, the world's largest fast-food chain, has died from a suspected heart attack. Jim Cantalupo, 60, was taken ill during a meeting of franchise owners in Orlando, Florida, the company said. His death is a severe blow to McDonald's at a time when the chain is trying to shed its image as a supplier of high-fat, high-salt and high-sugar food.

In his 16 months at the helm, Mr Cantalupo turned the company's fortunes round. As well as slowing its breakneck expansion programme and closing hundreds of under-performing outlets, he tried to address criticisms that McDonald's was contributing to the obesity epidemic in the US and Europe. When Mr Cantalupo became chairman and chief executive in January last year after a management shake-up, McDonald's was in the doldrums.

Changing tastes, the mad cow disease scare and the perception that its menu was tired had hit sales, particularly in Europe and Asia. In December 2002, McDonald's went into the red for the first time in its 48-year history. Mr Cantalupo, a former vice-chairman and president, who had retired a year earlier, was brought back as the new boss.

Taken from <<http://www.miguelmillop.com>>.

NOUN	VERB	ADJECTIVE	ADVERB

2. On the Internet, look for the following abbreviations or acronyms and write them on the lines.

a. M&As _____

b. MCI _____

VI. RESPUESTAS A LOS EJERCICIOS DE AUTOEVALUACIÓN

UNIT 1

1. Complete the following sentences by using a word or expression from the chart.

- a. Maternity leave
- b. Night shift
- c. Job description
- d. Minimum wage
- e. Holiday
- f. White-collar
- g. Full-time
- h. Short list
- i. Lay-off
- j. Character reference letter

2. The job of your dreams was recently published on ELEMPLEO.COM. Look at the description of the job advertisement and according to this information, complete the application form shown below. Remember to monitor your spelling as employers take this into account when hiring an employee.

Job Application Form

Instructions: Print clearly in black or blue ink. Answer all questions. Sign and date the form.

PERSONAL INFORMATION:

First Name Laura

Middle Name Maria

Last Name Mora Castro

Exact Address

Street 28 Ave 4, w House # 4538

District, City, Province

Barrio San Bosco, Central, San Jose

Phone Number

() 2222-2238

Fax Number

() 2222-2237

Electronic address

laura.moral2@gmail.com

Have you been convicted of or pleaded no contest to a felony within the last five years?

Yes _____ No X

If yes, please explain: _____

POSITION/AVAILABILITY:

Position Applied For

Telesales Account Representative

Days/Hours Available

Monday 8

Tuesday 8

Wednesday 8

Thursday 8

Friday 8

Saturday 4

Sunday _____

Hours Available: from 8 to 17

What date are you available to start work?

May 2nd

EDUCATION:

Name and Address of School-Degree/Diploma-Graduation Date

Universidad de Costa Rica, Business Administration
Licenciatura, San Jose, 2008

Skills and Qualifications: Licenses, Skills, Training, Awards

MS Office trained, Customer Service courses, Corporate
Awards

EMPLOYMENT HISTORY:

Present Or Last Position:

Employer: HP

Address: La Aurora, Heredia

Supervisor: Jonathan Campos

Phone: 22509-343 Email: jcampay@hp.com

Position Title: Sales Executive Representative

From: July 2008 To: present

Responsibilities: Conduct outbound sales calls and provide follow
up to customers, business planning

Salary: \$ 400 500

Reason for Leaving: I'm seeking for personal growth.

If you are currently working, may we contact your present employer?

Yes X No

References:

Name/Title Address Phone

Diego Solórzano, Sales Manager : 2250-3542

I certify that information contained in this application is true and complete. I understand that false information may be grounds for not hiring me or for immediate termination of employment at any point in the future if I am hired. I authorize the verification of any or all information listed above.

Signature [Signature]

Date April 12, 2010

3. The following sentences are mixed up. Rearrange them and assign them a number from 1 to 8 on the dialogue boxes to create a coherent interview conversation.

2	Yes, thank you. With cream and sugar, please.
4	Of course. I am looking for the right place to express my best ideas and creativity.
8	I definitely believe that my high sense of responsibility makes me different from the rest.
6	My colleagues would describe me as a team player.
1	Take a seat. Would you like some coffee?
7	Finally, what do you think makes you the best candidate from the short list?
5	In the design department, it's necessary to be able to work as part of a team. How do you think your coworkers would describe you?
3	Could I ask you what attracted you to this position?



UNIT 2

3. After reading the article *How to Make a Million* on page 17, match the phrase with the image that better describes it.

1. b
2. d
3. a
4. c

2. Think of six personal qualities that make you an excellent entrepreneur and write them using adjectives on the chart below.

intuitive
dynamic
dedicated
determined
faithful
responsible

3. Complete the sentences using the correct connecting preposition (for, on, about, of, in) and form of the verbs in parenthesis.

1. for describing
2. in making
3. of taking
4. about showing
5. on accomplishing

UNIT 3

1. The following statements summarize the information provided in the reading on pages 26 and 27 of the course book. Match them from 1 to 6 according to the order they appear.

5	The truth is that people preferred to buy face to face.
2	Businessmen declared that online economy was going to be the New Age to trade.
6	It was amazing that web pages dedicated to promote dead dotcoms also died.
4	Companies that merged traditional plus technological trade have survived.
1	People around the world expected 2000 to be a computer chaos.
3	Online buyers made richer those who invested in online marketing.

2. Mark whether the following statements would signal the conclusion of a topic (T) or of a meeting (M).

M	I think that's everything we need to cover today...
T	Moving right along, I'd like to discuss...
T	Now that the issue is decided, let's wrap this up.
M	I'd like to meet again next week.
T	The final point we need to cover today is...
T	We need to hear Jennifer's presentation now before we decide.

UNIT 4

1. Match the following expressions of the conceptual metaphors *The market is an organism* and *the market is water* (indicated by numbers) with their meanings (indicated by letters).

1. d
2. e
3. a
4. b
5. c
6. f

2. Now complete the following extract with some of the expressions from Exercise 1.

1. buoyant
2. flooded
3. depressed
4. suffering

UNIT 5

1. Indicate whether the following statements sound like Getting started (S), Making an offer (M) or Responding to an offer (R).

1. R
2. S
3. R
4. M
5. R
6. M

2.

1. Worker and staff employment costs *labor* costs
2. Total costs for production of all products *manufacturing* costs
3. Day to day cost of running a business *operating* costs
- Non-changing costs such as rent, lighting, heating, etc. *fixed* costs
4. Changing costs of employment, raw materials, etc. based on rate of production *variable* costs
5. Costs related to encouraging consumers to buy a product *advertising* costs
6. Costs related to keeping goods in warehouses or other locations *storage* costs
7. Costs related to delivering goods to points of sale *distribution* costs

UNIT 6

1. Circle the letter to answer the following questions.

1. b
2. a
3. c
4. a
5. d
6. a

2. Match the food picture to the words on the right column.

- 7. sushi
- 3. sashimi
- 6. Beijing duck
- 1. naan bread
- 2. noodles
- 4. spaghetti
- 5. pizza

UNIT 7

1. Complete the following sentences with *do* or *make*.

- 1. a
- 2. a
- 3. b
- 4. a
- 5. b
- 6. a
- 7. b

2. Complete the sentences to politely propose changes in your working place. Answers may vary.

- 1. ... meet only once a month?
- 2. ... we telecommute?
- 3. ... the way we usually do things?
- 4. ... innovate in the market?
- 5. ... if we design a new product?

3. Read the article and after that, answer the questions below.

- 1. c
- 2. a
- 3. a
- 4. b
- 5. b
- 6. a
- 7. b
- 8. c
- 9. b
- 10. a

UNIT 8

1. Match the nouns in column A with the definitions in column B.

1. c
2. d
3. a
4. b
5. e

UNIT 9

1. End the following diplomatic expression to show your disagreement to a colleague in Denmark about his proposal of selling a lower quality product for the Costa Rican market. Answers may vary.

Mr. Vatshaug

I think that we should sell quality products.

I suggest giving customers the same quality products for the Costa Rican market.

I'm afraid to tell you that I disagree with you.

I'm sorry but I can't accept this business.

2. Rearrange the following words to create meaningful definitions.

- a. When someone is alone or separated from others to establish.
- b. Made up of many races and cultures.
- c. Someone who comes to live in a country from another country.
- d. Things people do in a particular society.

3. Complete the following paragraph, taken from the course book page 78, with the correct word or phrases from the box.

1. work together
2. wonder
3. conventions
4. links
5. knowledge

UNIT 10

1. Match the missing word in column B to complete the business sentence in column A.

1. c
2. a
3. d
4. b

2. Find words in the text that have the same or similar meaning to the following.

1. Support: enforce
2. Decrease: fall
3. Evidence: clue
4. Confuse: puzzle
5. Uninteresting: dull

3. According to the text, are these statements *true* or *false*? Justify your answer in your own words.

- a. Everybody could easily understand and remember that the advert with a red motorcycle advertised Marlboro cigarettes. **F**
- b. The British Government is mainly worried about smokers under sixteen. **T**
- c. Restrictions on advertising seem to be the only effective way to make smoking decrease. **F**

UNIT 11

1. The adjectives listed below can be matched with the prefixes from the box to describe negative attitudes of a boss.

1. in-
2. im-
3. un-
4. ir-
5. dis-

2. Choose the correct preposition to complete the prepositional phrase in the question. Each question has only one correct answer.

- a. 3
- b. 2
- c. 1
- d. 2
- e. 3

UNIT 12

1. Match the phrases in column A with the ones in column B to create business idioms.

- 1. e
- 2. c
- 3. a
- 4. d
- 5. b

2. Without looking at your course book, complete the following paragraph with the correct word from the box.

- 1. globalization
- 2. democracy
- 3. capital
- 4. companies
- 5. money

3. Reading comprehension. Read the following text and then check your understanding by answering the questions below.

- 1. NASDAQ
- 2. \$70 million
- 3. Shareholders
- 4. Taiwan and Indonesia
- 5. 3%
- 6. \$180 million
- 7. The Chinese market
- 8. It will be a major player in the market.

UNIT 13

1. Match the words and phrases to make word partnerships.

1. e
2. c
3. a
4. d
5. b

2. These are some pieces of advice using modals or attitude verbs (should, must, might, could, would) to “manage the planet.” Unscramble them.

1. You shouldn’t smoke in the office.
2. A green campaign must include this.
3. Our team’s concern might be designing environmentally safe products.
4. They could include profitable conservation innovations.
5. Jenny would arrange a meeting with Corporation Earth.

3. Read through the text and then answer the questions below.

- a. many people
- b. might not
- c. will lead to the destruction of rain forests.
- d. drive food prices up.
- e. affects both people and the environment.
- f. should be part of a group of measures to fight global warming.

UNIT 14

1. Match the following nouns with their definitions.

1. d
2. a
3. c
4. e
5. b

2. In the following paragraph taken from the reading *Credit Out of Control*, page 122, underline five prepositions. Do not repeat them.

of
from
by
on
in

3. Match the following ideas in Column A with the ones in Column B to make meaningful money expressions. Write the number in the parenthesis.

- a. 3
- b. 1
- c. 5
- d. 2
- e. 4

UNIT 15

1. From the following text, choose when the *-ing* word is working as noun, adjective, verb or adverb.

NOUN	VERB	ADJECTIVE	ADVERB
meeting	trying	performing	during
changing	slowing		
	contributting		

2. On the Internet, look for the following abbreviations or acronyms.

- a. Mergers and Acquisitions
- b. Microwave Communication Inc.

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